The Canadian Council for Accreditation of Pharmacy Programs

ACCREDITATION STANDARDS FOR CANADIAN PHARMACY TECHNICIAN PROGRAMS

July 2019
(Revised 2020)

2019 Accreditation Standards (2020 revision)

WHAT IS NEW IN THE REVISION?

Standard 5

Standard 5 is included as part of the section on Curriculum.
- Criterion 5.1 addresses the practice sites that should be included in the experiential programs, rather than curriculum issues. Therefore this Criterion and the Required Evidence has been moved to Standard 13 and appears as Criterion 13.1
- Due to the above change, Criterion 5.2 is now listed as 5.1.

Standard 13

- Criterion 13.1 is now moved to 13.2.

Standard 19

- Criterion 19.1 "the Program has a just culture" has been clarified by changing it to "The Program has a culture of trust, learning and accountability (a just culture).

PREFACE

Accreditation is the public recognition accorded to a program that meets established professional qualifications and educational standards through initial and periodic evaluation. Accreditation concerns itself with both quality assurance and program enhancement. It applies to programs and is to be distinguished from certification or licensure, which applies to individuals. The Mission of The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) is to grant accreditation awards to Pharmacy and Pharmacy Technician programs that meet the Standards set by CCAPP and to promote continued improvement of those educational programs for pharmacy practitioners and pharmacy technicians.

These Accreditation Standards address Canadian Pharmacy Technician Programs that intend to develop pharmacy technicians who will be able to meet the requirements to register with a Canadian pharmacy technician regulatory authority. The Standards reflect the educational philosophy and intent of the Educational Outcomes for Pharmacy Technician Programs in Canada of the Canadian Pharmacy Technician Educators Association (CPTEA) and the National Pharmacy Regulatory Authorities of Canada (NAPRA) document entitled Professional Competencies for Pharmacy Technicians at Entry to Practice in Canada. The CCAPP Standards are not appropriate for Programs that intend to develop pharmacy assistants or clerks, training for careers in management or health informatics, or Pharmacy Technician Programs that operate outside of Canada.

These Accreditation Standards recognize that pharmacy technician education of high quality depends on general knowledge, basic and professional sciences, and pharmacy practice experience. The curriculum of a Pharmacy Technician Program is expected to embrace the current scope of practice as well as emerging roles. CCAPP believes in the preparation of competent graduates who can reliably demonstrate the ability to apply their knowledge, skills and behaviours to carry out pharmacy technician roles that are expected by society.

Pharmacy technicians, in collaboration with other pharmacy team members, ensure that pharmacy services are safe, effective and efficient. Pharmacy technicians must be able to work with people of different cultures with diverse values, beliefs, and customs. Pharmacy technicians must be able to become trusted and respected members of the pharmacy team, develop skills in public relations, and provide support to students and colleagues within and outside the field of pharmacy. Pharmacy technicians are expected to practice with integrity, honesty, and empathy. Pharmacy technicians are expected to work in intra- and inter-professional teams and be adaptable enough to work in a variety of settings. The public is entitled to demand that graduates of a Pharmacy Technician Program have mastered the entry-to-practice competencies for the profession. This does not prevent a Program from establishing additional educational outcomes. Since registration and licensure of a pharmacy technician by a provincial regulatory authority relies on the educational outcomes of graduates, it is important for the Pharmacy Technician Program and the provincial regulatory authority to have a close working relationship.

In this Standard:

- Each **Standard** describes an outcome that a Program must demonstrate to achieve CCAPP Accreditation.
- Each **Criterion** provides further details about the expected outcomes related to a Standard. Criteria are used to measure a Program's compliance with a Standard.
- **Required Evidence** describes mandatory information that is to be submitted to CCAPP in order to demonstrate that the Program meets the Standard. Where a template is referenced in the Required Evidence, all fields of the template must be completed and included in the Self-Assessment Report that accompanies the application for accreditation. For guidance about preparing a Self-Assessment Report, please consult the *CCAPP Guidance for the Accreditation Standards and Key Elements for Canadian Pharmacy Technician Programs* that accompanies these Standards.
- A glossary of other terms used in these Standards is available in the *CCAPP Guidance for the Accreditation Standards and Key Elements for Canadian Pharmacy Technician Programs* that accompanies these Standards. Where the word "province" or derivation is used, it also includes "territory".

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Part I: Academic Program

A.   *Educational Outcomes*

> **Standard 1: The Program that leads to a pharmacy technician credential is based on an organized educational framework that facilitates development of graduates who are able to meet the professional competencies expected at entry to practice.**

Criterion 1.1: Intended outcomes are based, at a minimum, on the current Canadian Pharmacy Technician Educators Association (CPTEA) Educational Outcomes for Pharmacy Technician Programs in Canada and the current National Association of Pharmacy Regulatory Authorities Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice.

Required Evidence:
- Curriculum map of educational outcomes or matrix of outcomes linked to course objectives and expected level of achievement

Criterion 1.2: The graduate demonstrates an understanding of and is able to perform the essential tasks of the pharmacy technician role that is defined by the regulatory authority in the Canadian province where the Program operates.

Required Evidence:
- Completion rate, by year, since the last site visit
- Student success rate on Pharmacy Examining Board of Canada Pharmacy Technician Qualifying Examination Part I (MCQ) and Part II (OSPE), by year, since the last site visit

Criterion 1.3: The curriculum educational framework and any subsequent changes are documented and evaluated against the required educational outcomes and competencies.

Required Evidence:
- Curriculum changes: mapping, evaluation and outcomes

B. *Learning Environment*

> **Standard 2: The College provides an environment and culture that promotes professional behaviour and harmonious relationships among students, and between students and administrators, staff, and instructional staff.**

Criterion 2.1: The Program has a student code of conduct that defines expected behaviours and consequences for deviation from the code. The code is consistent with College policy. Students are aware of the code of conduct and the process for appeals.

Required Evidence:
- Code of conduct policy including procedures regarding communication and application of the code of conduct
- Evidence that compliance with the code of conduct is assessed throughout the program

Criterion 2.2: The College introduces students to local, provincial and national pharmacy organizations, and the role of the Pharmacy Examining Board of Canada (PEBC) in certification of pharmacy technicians.

Required Evidence:
- List (description) of activities with or about: provincial regulatory organizations; local, provincial, national pharmacy organizations; and, the Pharmacy Examining Board of Canada

C. Curriculum

> **Standard 3: The Program comprises a didactic component, and simulation, pharmacy practice, and intra- and inter-professional experiences that support educational outcomes.**

Criterion 3.1: The Program ensures that there is an organized progression in the level of expected performance that supports growth in students' capabilities to meet educational outcomes.

Required Evidence:
- Evaluation of progression in the level of performance within the curriculum

Criterion 3.2: The didactic and simulation components of the program are designed to develop students with the knowledge, skills and abilities to meet the professional competencies at entry to pharmacy technician practice. The didactic and simulation components, taken together, comprise not less than 650 hours delivered over 26 weeks or longer.

Required Evidence:
- List of didactic and simulation coursework that is required for graduation, including total hours for didactic components and simulation components
- Master schedule of didactic and simulation courses, including start and end date of each course, total hours for each course

Criterion 3.3: The pharmacy practice experiences component of the program, which is a minimum of 9 weeks (360 hours), provides students with the opportunity to develop proficiency in all competencies required for pharmacy technicians at entry to practice. Of the 360 hours of pharmacy practice experiences, at least (minimum) 160 hours of full-time (35 hours per week minimum) pharmacy practice experience is attained in an institutional pharmacy setting and at least (minimum) 160 hours of full-time (35 hours per week minimum) pharmacy practice experience is attained in a community pharmacy setting. The remainder of hours may be applied to pharmacy practice experience in any pharmacy practice setting.

Required Evidence:
- List of practice experiences that are required for graduation, including total hours for each community-based and institution-based component
- Master schedule of student practice experiences, including start and end times and total hours for each practice experience

Criterion 3.4 Graduates complete the Program within 4 years of admission.

Required Evidence:
- Mean, or median and range of time (in years), from admission to graduation

> **Standard 4: The curriculum addresses the CPTEA *Educational Outcomes for Pharmacy Technicians in Canada* and enables students to achieve the competencies described in the NAPRA *Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice*.**

Criterion 4.1: The core curriculum includes content of sufficient depth, scope, timeliness, quality, sequence and emphasis to provide foundational knowledge that is necessary for the full scope of contemporary practice responsibilities as well as emerging roles.

Criterion 4.1.1: Foundational knowledge and skill development in the pharmaceutical sciences, to include but not be limited to content in pharmacology, pharmaceutics, non-prescription products, and medical terminology.

Criterion 4.1.2: Foundational knowledge and skill development in pharmacy practice and social, behavioural and administrative pharmacy, to include but not be limited to:
a) patient care (developing professional relationships, obtaining patient information, etc.);
b) product distribution (prescription processing, dispensing, product preparation, aseptic and non-aseptic compounding, automated dispensing systems, pharmacy informatics, etc.);
c) calculations;
d) practice setting (institutional and community operations, inventory, record keeping, billing procedures, management practices, etc.);
e) health promotion;

f) making evidence-informed decisions;

g) communications, including customer service and use of information technology;

h) inter- and intra-professional collaboration, including roles and responsibilities of pharmacy technicians relative to other health professionals;

i) ethics, law and regulatory issues;

j) quality and safety practices; and,

k) professionalism

Criterion 4.1.3: Foundational knowledge in the basic biomedical sciences, which includes but is not limited to anatomy, physiology, and pathophysiology.

Required Evidence:
- For each didactic course, the outline or syllabus indicating the competencies and educational outcomes that are expected to be met by the student

Criterion 4.2: Practice skills are developed to achieve educational outcomes through simulation and pharmacy practice experiences.

Criterion 4.2.1: Simulation activities are:

a) Structured around a set of specific learning objectives; and

b) Involve structured assessment activities to assure that students have met the stated learning objectives; and

c) Are supervised by educators and practitioners that are pharmacy professionals, except when other suitably qualified instructional staff/facilitators are more appropriate.

Required Evidence:
- For each simulation and practice experience course, the outline or syllabus indicating the skills that a student is expected to be able to perform
- List of all instructional staff involved in simulation activities including academic and professional qualifications
- Assessments (tools) that evaluate the ability of a student to perform the scope of tasks of a pharmacy technician in the jurisdiction where the program operates

Standard 5: Pharmacy practice experiences are of adequate intensity, breadth, structure, duration and variety so as to achieve educational outcomes. Pharmacy practice experiences are acquired in high quality practice settings in a variety of care sectors, involving patients with a variety of healthcare service needs. Experiences integrate, reinforce and advance the knowledge, skills, attitudes and values developed through the other components of the program, including collaboration and teamwork.

Criterion 5.1: Tasks during experiential learning contribute meaningfully, productively, and safely to patient care and other professional activities of the practice site, at a level appropriate to the student's level of preparedness. In culminating pharmacy practice experiences, students demonstrate an ability to perform tasks at the entry to practice level of competence.

Required Evidence:
- Evaluation, by students and instructional staff, of student tasks, contributions, and preparedness and ability to contribute meaningfully, productively and safely to care delivery during practice experiences, including tasks that fall within the pharmacy technician scope of practice

> **Standard 6: The curriculum includes required intra- and inter-professional learning experiences, offered throughout the program, to broaden understanding of roles and competencies of pharmacy team members and other health professionals.**

Criterion 6.1: Content and experiences develop the expected competencies for intra- and inter-professional care and collaborative practice. Experiences are integrated throughout the Program. Provision of lectures by pharmacists or other health professionals does not constitute intra- or inter-professional content or experiences for the purpose of this Standard.

Required Evidence:
- Outline of content areas, for example: communication, teamwork, group dynamics, problem solving, conflict resolution, etc.
- Evaluation, by students, instructional staff, and others involved in intra- and inter-professional educational activities as it relates to expected outcomes

D. Teaching, Learning, and Assessment

> **Standard 7: The Program uses a variety of teaching, learning and assessment methodologies to produce graduates who meet the required educational outcomes.**

Criterion 7.1: The Program includes an overall plan of instructional design that supports diverse learning needs while developing the knowledge, skills, behaviours and judgment required of the pharmacy technician graduate at entry to practice.

Required Evidence:
- Instructional design outline that describes teaching and learning strategies used in the Program

Criterion 7.2: A variety of assessment methods are systematically and sequentially applied throughout the program to provide formative and summative feedback to students, and to confirm graduates' achievement of educational outcomes. At suitable points in the curriculum, pharmacy calculation skills and checking skills are assessed using summative assessment(s) with zero tolerance for errors.

Required Evidence:
- Examples of assessment methods used: formative, summative, self, or peer
- Assessment tools used to measure cognitive learning and the mastery of practice skills, values and attitudes that contribute to achievement of educational outcomes
- Evidence related to summative assessments involving zero tolerance for errors

Criterion 7.3: The Program uses criteria, policy, and procedures for academic progression, academic probation, dismissal, withdrawal, and readmission, and non-academic misconduct in accordance with College policy. Student responsibilities and rights to due process, including appeal mechanisms, are published and made available.

Required Evidence:
- Procedures used to document students' progressive achievement of the educational outcomes and competencies throughout the curriculum
- Process used to monitor student performance for the early detection of students in academic difficulty
- Criteria, policy and procedures for academic progression, probation, dismissal, readmission and non-academic misconduct
- Evidence of expeditious intervention and access to student services, such as tutorial support, advising, remediation, etc.

Part II: Governance and Program Management

A. Governance Structure and Commitment

Standard 8: The College is committed at its highest level to the development of pharmacy technician graduates who are able to attain the intended educational outcomes.

Criterion 8.1: The College is aware of the role of the pharmacy technician, the responsibility that pharmacy technicians share with other health care professionals, and the requirements for operating an accredited Pharmacy Technician Program.

Required Evidence:
- Evaluation of the operating budget in relation to program sustainability in view of accreditation requirements

Standard 9: The Program has a vision and mission aligned with that of the College in education and practice.

Required Evidence:
- Published statement of the Program's vision and mission

Standard 10: The College has an organizational structure that clearly identifies lines of authority, responsibility, and governance for and within the Program.

Criterion 10.1: There is a defined and functioning organizational structure for the College that describes the relationship between the College and the Program.

Required Evidence:
- Copy of the organizational structure of the College and the Program
- Copy of the organizational structure of the Program's didactic, simulation and experiential components showing the reporting/functional relationships of the Program Coordinator/Lead(s), all personnel and Program committees

Criterion 10.2: If there are multiple campuses within the ownership of a private corporation or public institution, each campus has a separate and unique governance structure and holds a separate CCAPP accreditation award.

Required Evidence:
- Copy of the organizational structure of the College and the Program

Criterion 10.3: Policy, procedures, and documentation are in place to address actual, potential, or perceived conflict of interest, professional misconduct and breach of ethics in the operation of the Program.

Required Evidence:
- Conflict of interest, professional conduct and ethics policies that apply to instructional staff and, if different, policies that apply to students

Standard 11: The Program's governance structure provides for continuous coordination of student experiences throughout the Program.

Criterion 11.1: A qualified pharmacy professional is designated the Coordinator/Lead for the Program.

Required Evidence:
- Job or role description of the Program Coordinator/Lead(s). If duties are shared, provide individual duties and policy related to coverage during absences, etc.
- Academic and professional resume of the Program Coordinator/Lead

Criterion 11.2: The individual(s) designated the Program Coordinator/Program Lead has successfully completed the applicable Qualifying Examinations of the Pharmacy Examining Board of Canada and is recognized (e.g., through registration and/or licensure) as a pharmacy technician or a pharmacist in the province where the Program operates.

Required Evidence:
- Documentation of registration and/or licensure

Criterion 11.3: The Program Coordinator/Program Lead provides coordination on a continuous basis and is responsible for all aspects of the Program.

Required Evidence:
- Documentation of hours worked relative to Program coordination versus other commitments
- Policy and procedures for proposing and approving changes to policy, curriculum, course outlines, program evaluations, and continuous quality improvement

Standard 12: The Program is responsive to stakeholders regarding its relevance to the pharmacy profession, practice sites and community or regional needs, minimally by the establishment of a fully functioning Pharmacy Technician Program Advisory Committee (PTPAC).

Criterion 12.1: The committee, which provides for broad-based input from individuals in the field of pharmacy, includes but is not limited to:
- Pharmacy technicians and pharmacists that practice in a variety of practice settings in the community where the Program operates. In provinces where pharmacy technicians are registered and/or regulated, the committee includes at least one registered and/or currently licensed pharmacy technician; and,
- Program administrator, coordinator/lead and instructional staff employed by the College all of whom are ex-officio but non-voting; and,
- students; and
- alumni; and
- any other key stakeholder(s) or constituent groups relevant to the Program's vision, mission and goals.

Required Evidence:
- Membership list (including professional designation and work location of each member) of the PTPAC in relation to the PTPAC Terms of Reference

Criterion 12.2: The PTPAC holds at least two meetings per calendar year and has current terms of reference, minimally to include the committee purpose, composition, term of appointments, frequency and timing of meetings, and reporting structure within the Program and College. The Chairperson is selected from amongst committee members who are neither Program staff nor administrators.

Required Evidence:
- Versions of PTPAC Terms of Reference since the last site visit
- Minutes of meetings since the last site visit

Criterion 12.3: At least annually, the PTPAC receives and reviews a report that describes the extent to which the current curriculum and any planned changes to the curriculum align with, or have gaps in relation to the most current version of the CPTEA *Educational Outcomes for Pharmacy Technician Programs in Canada* and the NAPRA *Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice*.

Required Evidence:
- Examples of initiatives undertaken as a result of suggestions provided by the PTPAC

Standard 13: Formalized affiliation or contractual agreements are in place between the College and practice sites to outline the authority, privileges, obligations and responsibilities of the College and the practice site.

Criterion 13.1: The curriculum includes pharmacy practice experiences where students develop skills and abilities necessary to assist in the provision of pharmacy care for a variety of patients in primary (community, ambulatory, home care), acute, and long-term care/personal care home settings as well as transitions in care.

Required Evidence:
- List of practice sites providing community, institutional, and (where applicable) other types of practice experiences
- Rationale for pharmacy practice experiences needed to meet curricular requirements
- Relevant manuals/handbooks and policies

Criterion 13.2: Agreements or policy address student-related matters such as access to health services at the practice site, liability, insurance coverage, criminal records and abuse registry checks, student disclosures, immunization policy, patient confidentiality and privacy

of records, and professional conduct expectations. Agreements provide for sufficient advance notice of termination by either party to permit the development of alternative arrangements where necessary. The College has enough placements (actual or agreements in principle) for all students enrolled in the Program in order to be accredited; negotiations for agreements are not dependent on first receiving accreditation.

Required Evidence:
- Master agreement template
- Proportion of practice sites with agreements in place
- Contingency procedures that are used in the event a practice site withdraws from a practice experience commitment

B. Planning and Evaluation

Standard 14: The Program has a current strategic plan that is systematically reviewed and updated to facilitate the achievement of the Program's mission, vision, goals and objectives. Plans and planning processes have the support and cooperation of the College administration.

Criterion 14.1: The planning process is congruent with a fundamental commitment to prepare students to attain the competencies described in the most recent CPTEA *Educational Outcomes for Pharmacy Technician Programs in Canada* and the NAPRA *Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice*. The process considers financial, programmatic and academic planning within the context of professional changes occurring and anticipated. The planning process is responsive to stakeholders regarding the Program's relevance to the pharmacy profession, practice sites, and community or regional needs.

Required Evidence:
- Copy of the Program's strategic plan including action plan and timelines
- Description of the planning process and participants, including stakeholders external to the College
- Description of the planning cycle for the next strategic plan

Criterion 14.2: The Program's strategic plan is current and has the support of College administration.

Required Evidence:
- Examples of College support for the strategic plan

Standard 15: The Program establishes and maintains systems that measure and evaluate the extent to which the strategic plan is achieved.

Criterion 15.1: The Program's strategic plan is incorporated into operational activities.

Required Evidence:
- Communication processes to inform students, the profession, instructional staff, and other interested parties of program performance or achievements

Criterion 15.2: The Program establishes and maintains systems that provide information to support planning and direction that inform necessary changes.

Required Evidence:
- Performance indicators used to measure the progress or achievement in a program or activity as it relates to the strategic plan
- The tools or sources for data used or collected to measure the indicator
- Examples of decisions made in response to data that were gathered

C. Admissions

Standard 16: The Program uses published criteria, policy, and procedures to admit students to the program leading to a pharmacy technician credential. Applicants are informed that the English/French requirements for registration/licensure may be different to those required for entrance to the Program and that registration/licensure to practice in a province requires meeting the language proficiency requirements established for the profession in that particular province.

Criterion 16.1: Admissions criteria include academic preparation consisting minimally of completion of secondary school or equivalent (e.g., GED); senior level mathematics that prepares students for college as described in the provincial Ministry of Education curriculum; English and/or French; biology; and chemistry. If other evaluative tools are used for admissions, the tool has confirmed reliability and validity for the profession. The need for a criminal record background check, immunization and other health-related requirements is stated in the admissions package.

Required Evidence:
- Criteria by which all applicants are evaluated for consideration of admission to the Program

- Evaluation of the validity of the criteria used to evaluate applicants for consideration of admission to the Program

Criterion 16.2: Admissions criteria include English/French language proficiency that aligns with language proficiency requirements for pharmacy professionals as defined by the pharmacy regulatory authority of the province in which the program operates.

Required Evidence:
- Established levels of expected performance in language proficiency tests
- Percentage of admitted students that meet the language proficiency requirement in the admissions criteria

Criterion 16.3: The admission policy of the Program includes a Recognition of Prior Learning (RPL) Policy that is consistent with contemporary federal and provincial standards related to credentials and other relevant experience of international pharmacy graduates, pharmacy technicians trained through non-accredited programs, and other similarly prepared applicants. RPL does not apply to simulation and pharmacy practice experience components of the Program. RPL Policy does not credit any course that was completed earlier than a duration that is more than twice the length of the original program.

Required Evidence:
- RPL Policy and assessment methods
- RPL credit awards as it relates to the RPL policy in force at the time

Criterion 16.4: Criteria that are used to determine offers of admission are made public.

Required Evidence:
- Website location(s) for information provided to applicants
- Admission policy and procedures

Standard 17: A recruitment program is available to attract a diverse pool of well-qualified applicants.

Required Evidence:
- Evidence that the Program's website provides up-to-date information about the Program including, at a minimum: CCAPP accreditation award status; course titles (hours/credits); admission requirements; description of teaching facilities for the Program; link to the provincial regulatory authority.
- Recruitment materials including pre-enrolment disclosure of tuition and other fees
- Description of recruitment events or communications

D. Continuous Quality Assurance of the Program

> **Standard 18: The Program conducts regular systematic reviews of curricular content, structure, process and outcomes to ensure that educational outcomes required for the program leading to a pharmacy technician credential are met.**

Criterion 18.1: Educational outcomes of the Program are evaluated on a regular basis. Findings are used to develop and implement quality improvement plans. The results of quality improvement plans are documented and communicated to stakeholders.

Required Evidence:
- Measurements of student performance, including range and type of variation in student performance across practice sites and education experiences, and actions taken as a result of these data
- Feedback from recent graduates who are able to reflect on their training having acquired a perspective on requirements of pharmacy practice, and actions taken as a result of these data
- Feedback from employers regarding competence of recent graduates who working in the pharmacy technician scope of practice, and actions taken as a result of these data

Part III: Resources

A. Student Services

> **Standard 19: Students are supported and have a positive, safe, inclusive, non-discriminatory, inspiring experience while enrolled in the program that leads to a pharmacy technician credential.**

Criterion 19.1: The Program has a culture of trust, learning and accountability (a just culture).

Required Evidence:
- Policy about the process to follow to register a complaint
- Student opinion surveys documenting the evolving just culture of the Program
- Description of action plans developed when surveys reveal gaps in just culture

Criterion 19.2: The Program has an ordered, accurate and secure system of student records that is maintained in accordance with College policy and privacy legislation.

Required Evidence:
- Description of the safe and secure storage of student records and files including students who are currently enrolled, graduated, and no longer enrolled

Criterion 19.3: Students have access to orientation programs, academic advising and career-pathway counselling, financial aid, accommodation of needs governed by legislation, health and safety, and services to meet requirements of the practice sites.

Required Evidence:
- Description of orientation, health and safety, and advising programs made available to students
- Feedback from students on adequacy of advising and counselling services

B. Human Resources

Standard 20: The Program has sufficient human resources, including appropriately qualified support and administrative staff, and instructional staff, to effectively deliver and evaluate the program.

Criterion 20.1: The Program has instructional staff with the relevant academic and professional qualifications, recent experience, and affiliations to fulfill their role in supporting student learning.

Criterion 20.1.1: Curriculum Oversight: The Program uses a pharmacist, appropriately credentialed in the province where the Program operates, to contribute to the development, review, revision and delivery of program content. If the role is shared between two or more pharmacists, procedures are available that describe individual duties, governance structures for effective and efficient collaborative decision-making, and coverage during absences.

Criterion 20.1.2: General: All instructional staff that is assigned responsibility for the delivery of practice-related courses are registered and/or licensed as a pharmacy technician or pharmacist in the province where the Program operates. If pharmacy technician legislation is not in place in the province where the Program operates, the individual has completed the Pharmacy Examining Board of Canada Pharmacy Technician Qualifying Examination Part I and Part II.

Criterion 20.1.3: Pharmacology: An appropriately credentialed pharmacist or an individual with a recognized degree in pharmacy or pharmacology teaches Pharmacology.

Criterion 20.1.4: Aseptic Compounding: Aseptic compounding (sterile products/technique) is taught by a person(s) who is appropriately credentialed as a pharmacy technician or pharmacist and who demonstrates currency of practice and validation of aseptic compounding skills per the requirements of the regulatory authority in the province where the Program operates. Where the regulatory authority does not specify the aseptic compounding training/validation requirement that must be met, the individual meets the requirements for aseptic compounding personnel as defined in the most current NAPRA Model Standards for Pharmacy Compounding of Non-hazardous Sterile Preparations and NAPRA Model Standards for Pharmacy Compounding of Hazardous Sterile Preparations, or the Canadian Society of Hospital Pharmacists (CSHP) Compounding: Guidelines for Pharmacies.

Criterion 20.1.5: Non-aseptic Compounding: Non-aseptic compounding is taught by a person(s) who is appropriately credentialed as a pharmacy technician or pharmacist.

Required Evidence:
- List of all full and part time instructional staff involved in program delivery including academic and professional qualifications, full time equivalent and teaching hours
- Description of the mechanisms that the College uses to ensure that the instructional staff involved in the Program has the required and current experience necessary to deliver the content and fulfill the mission of the Program

Criterion 20.2: The Program has a sufficient number of instructional staff to fulfill the role of supporting and sustaining student learning in each distinct curricular activity within the Program. The instructional staff-to-student ratio and the proportion of full-time staff are sufficient to ensure that student learning is not compromised.

Required Evidence:
- Description of the instructional staff to student ratio for the didactic component of the program including any independent or seminar-based learning, and for simulation and pharmacy practice experiences
- Time allotted to instructional staff for teaching, teaching preparation, student evaluation/mentoring/support, program and curriculum development/content or evaluation revisions to meet evolving needs of the profession, and other responsibilities
- Contingency plan for pharmacy related courses if instructional staff assigned to courses are not available for any reason

Criterion 20.3: The Program uses established criteria for selection of, and processes for, orientation and training for preceptors. Preceptors are committed to supporting the teaching process.

Required Evidence:
- Initial orientation and education offered to preceptors who are new to the experiential program

- Ongoing development program for preceptors who have worked previously with the experiential program, especially when major changes are made to pharmacy practice experience expectations, assessment practices or expected learning outcomes
- Description of educational programs or development
- Evaluation of criteria for selection of preceptors and the training that has been provided to them to carry out the preceptor role

Standard 21: The College is committed to the continuous professional development of instructional staff to enhance their ability to effectively deliver and evaluate the program.

Criterion 21.1: The Program Coordinator/Lead receives College support for professional development opportunities that is consistent with coordination, teaching and student/program assessment responsibilities, minimally to consist of:
   a) facilitating maintenance of currency of practice as a person who is authorized to use the pharmacy technician or pharmacist title; and,
   b) supporting membership in the Canadian Pharmacy Technician Educators Association (CPTEA); and,
   c) funding for travel and registration to attend the CPTEA annual continuing professional development conference.

Required Evidence:
- Evidence of membership in CPTEA
- Documentation of professional development and training completed by Program Coordinator/Lead over the last two years
- Time allotment to maintaining currency of practice and professional development

Criterion 21.2: There is evidence of College support for professional development opportunities for instructional staff that is consistent with their respective responsibilities as it relates to teaching and assessment of students.

Required Evidence:
- Policy related to professional development and training
- Evidence of membership in pharmacy professional organizations

Criterion 21.3: Instructional staff is evaluated in accordance with College policy, using multiple sources of information with reference to clearly outlined criteria. The Program performance evaluation policy is consistent with College policy.

Required Evidence:
- College policy related to the process of instructional staff evaluation/performance review

C. Practice Site Resources

> **Standard 22: The Program selects practice sites where student learning and skills development are adequately managed, supported and supervised. Practice sites meet relevant regulatory requirements.**

Criterion 22.1: The Program uses criteria for selection of appropriate practice sites.

Required Evidence:
- Criteria and/or policy related to selection of practice sites
- Compliance to the criteria and/or policy related to selection of practice sites
- Actions arising from student evaluation of practice experience sites with respect to learning and skills development management, support and supervision

Criterion 22.2: The Program works collaboratively with practice sites to ensure that the practice site has appropriate amenities to support student learning. This includes having a suitable model of supervision at each stage of the pharmacy practice experience curriculum so that students can practice at the level necessary to achieve intended educational outcomes with adequate oversight, coordination, guidance, instruction, assessment, and feedback. Qualified preceptors oversee all pharmacy practice experiences.

Required Evidence:
- Evaluation of practice site environments as it relates to workspace and access to equipment needed by students when undertaking pharmacy practice experiences
- Models of supervision and preceptorship
- Description of support provided by the Program to practice sites with respect to preceptor supervision of students
- Evaluation of supervision models by students and preceptors

D. Physical Facilities and Infrastructure

> **Standard 23: Physical facilities of the Program are adequate to achieve the Program's stated mission and to support the outcomes of the Program.**

Criterion 23.1: Adequate space and resources are available to support the functions of the Program's administration, students, and instructional staff. Classrooms used for the didactic component of the program are sufficient in number and adequate in size to accommodate the student body. Classrooms have sufficient, appropriate, well-functioning equipment to support learning.

Required Evidence:
- Evaluation of the sufficiency of physical facilities, infrastructure and equipment including feedback from students and instructional staff on quality and quantity of those resources, and identification of plans to address necessary improvements
- Evaluation of the adequacy of office space for instructional staff as it relates to privacy for advising or coaching students
- Evaluation of physical facilities and infrastructure including feedback from students on quality and quantity of those resources

Standard 24: Simulation environments support the outcomes of the Program.

Criterion 24.1: Simulation environments are sufficient in number and adequate in size to accommodate the student body. Facilities are secure, and are designed and equipped to realistically simulate contemporary institutional and community practice settings including pharmacy regulatory requirements and practices required for patient and worker safety.

Required Evidence:
- Action taken to make improvements arising from evaluation of the sufficiency of simulation environment's physical space, equipment, and supplies in relation to practice standards of the pharmacy regulatory authority in the province where the Program operates
- Action taken to make improvements needed, as a result of evaluation of the extent to which the environments realistically simulate current patient and worker safety safeguards
- Action taken to make improvements to manage risk as a result of the evaluation of the drugs, chemicals and other supplies on hand regarding their hazard potential relative to quality of the hazard controls in place

Criterion 24.2: Equipment and supplies for aseptic and non-aseptic compounding are of a quality sufficient to authentically simulate a compounding environment in practice that complies with the standards of the pharmacy regulatory authority in the province in which the Program operates. Equipment and supplies are of a quantity sufficient to accommodate active participation of each student in compounding activities that comply with practices required by the pharmacy regulatory authority.

Required Evidence:
- Action taken to make improvements needed as a result of the evaluation of the sufficiency and quality of equipment and supplies used in relation to the types of simulated compounding that is performed as well as in relation to the compounding practice standards of the pharmacy regulatory authority in the province where the Program operates

Criterion 24.3: A suitable, operational, properly functioning and regularly inspected primary engineering control (e.g., externally vented biological safety cabinet) is available and used when biohazardous substances are present in the simulation environment.

Required Evidence:
- Evidence of routine maintenance and inspection of primary engineering controls that are used when handling biohazardous substances

Criterion 24.4: The Program uses commercially available testing supplies and standardized validation protocols that are recognized by the province's pharmacy regulatory authority and/or pharmacy stakeholders when validation of aseptic compounding skill is a component of the curriculum.

Required Evidence:
- Action taken to make improvements needed as a result of the evaluation of the validation protocol and equipment/supplies used in relation to the stakeholder or regulatory authority standard

E. Information Resources

> **Standard 25: The College ensures access, for all students and instructional staff, to library and information resources that are sufficient in quantity and quality to support all educational and scholarly activities in accordance with the Program's mission and goals.**

Criterion 25.1: On- and off-campus access to library and information resources is available to students and instructional staff.

Required Evidence:
- Feedback from students and instructional staff on reliable access to library and information resources.
- Evaluation of the range and type of access to journals, databases, and other learning resources
- Evaluation of integration of library and information technology resources into the teaching program

Criterion 25.2: Information technology support is available. Contingency plans are in place to provide timely access to course materials and resources when information technology challenges occur.

Required Evidence:
- Library access and information technology support policy
- Contingency plan for information technology downtime